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ABSTRACT

Five units, designed as tools and guides for volunteers assisting students and teachers in skill development, are presented in this manual focusing on "instructional re-enforcement" within the social studies classroom. Unit I presents ideas for developing group dynamic skills in an inquiry centered classroom, lists suggestions for discussion group leaders, and includes two 9th grade history lesson plans on discovery process. Ways in which a teacher aide can assist the teacher and students in a classroom situation, locating, gathering, organizing, and evaluating information on a social studies topic, are identified and developed in Unit II which focuses on reference skills. Student materials on evaluating sources of information are incorporated into this unit. Unit III suggests learning activities with which the volunteer may aid students in developing critical thinking skills. Organizing information is dealt with in Unit IV. The use of the paraprofessional as a research assistant is touched upon in Unit V. (SJM)

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VOLUNTEER • CHILD • TEACHER

OKLAHOMA CITY PUBLIC SCHOOLS

Training of Professional Personnel in Effective Utilization of School Volunteers and Training of Student Tutors

Developed in cooperation with the Bureau of Educational Personnel Development, U. S. Office of Education.

EPDA 1971

SOCIAL STUDIES AND THE VOLUNTEER

ED 068412

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First Draft

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INTRODUCTION

Volunteers: An Evolving Role

In 1952, school officials in Bay City, Michigan, launched the nation's first major experiment in the use of teachers' aides in public school classrooms. Despite the immediately demonstrated success and usefulness of "paraprofessionals," the initial reaction of the teaching establishment was one of intense hostility. Teachers' aides, professional educators repeatedly warned, were nothing more than "cheap teachers" who could be used by school boards to justify larger class sizes and even to supplant fully qualified instructors. Today, however, paraprofessionals have become all but indispensable and the very professional groups which opposed them are among the strongest supporters.

According to a recent Newsweek report, teachers' aides are used in affluent suburbs as well as ghetto schools and now number in excess of 300,000. This spectacular rise of the paraprofessional stems primarily from the federal government's compensatory education drive of the mid-1960's.

Ways in which paraprofessionals are used have changed significantly. Originally, they were little more than assistant custodians --- erasing chalkboards, tidying the room and collecting money for school pictures. They were soon promoted to the level of clerical assistants --- typing exams, and perhaps grading objective examinations. Their role has developed so that today paraprofessionals in action are frequently indispensable members of teaching teams. For all of this development, teachers' aides are often misused. Some are little more than "classroom cops." It is the purpose of this article to introduce new ways to effectively utilize the talents of aides in the classroom.

Volunteer Action: What and How

Within the field of social studies are many opportunities for the volunteer to enrich and support the learning experiences of students. The volunteer may assist in the conduct of a field trip, in the development of thinking and research skills, in the successful operation of group work, in the research necessary for curriculum development, and in the preparation of audio-visual materials. There are many ways the volunteer may enrich the social studies program for the gifted student and give additional help to students' remedial work in any area. The goal of providing for the individual needs of students can be brought into a greater reality by the addition of the volunteer's eyes, ears, voice, hands, and heart. The volunteer's emphasis should be in the realm of skill development, rather than the presentation of content. Thus the volunteer, given efficient and convenient tools, need not be a social scientist or educated in the subjects which make up what is commonly called the "social studies."

Social Studies: A Definition

What are the "social studies" and for what purpose are they placed in the modern curriculum? One way to describe the social studies is simply to say that it is the study of society----man's relation to the earth and his relation to others.

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This includes the subject areas of geography, anthropology, economics, history, political science, sociology, and psychology. The lines dividing each of these disciplines from the others are blurred and arbitrary. In life, the distinctions are difficult to maintain and to keep separate. So it should be in school. Although one discipline may be emphasized at one time more than another, other subjects will have contributions to make. For example, would a study of the causes and effects of the Great Depression be purely history? It would be difficult not to bring in the role of government, sociology, economics, and psychology. It is hoped that by studying society, students will be able to make wise decisions about the future. Only by understanding how man relates to one another now and in the past, can future citizens make sound judgements about the way he should relate in the situations of the 1980's and 1990's. This is the purpose of social studies.

Social Studies in Oklahoma City: The Philosophy

What is the philosophy of social studies in the Oklahoma City Public Schools? The emphasis is on student discovery, rather than on an attempt to force mere memorization of spoon-fed, canned "answers." Problem-solving situations give the the opportunity to develop skills in research and thinking. Analysis, rather than mere rote recall, is the goal. The problems approach provides a purpose and use for knowledge. It gives the students exercise and practice in decision-making. The Oklahoma City social studies program is interdisciplinary. This means that it attempts to show how the various subjects such as history and government relate to each other and assist in the solution of problems. Students must learn how to learn. They are often asked to make a contribution to the class or to group investigation of a problem or an issue, just as they will be asked to make a contribution to a group effort in life. They need to know how to find information, judge its worth, and use it. Not all students will make the same kind of contribution or on the same level of complexity, but each should be assisted in making meaningful contributions according to his talents and abilities. Thus, school programs must be in some way individualized so that all children are not forced into exactly the same mold. The class might be studying a common problem or issue, but the approach and methods employed by an individual student will of necessity be different and varied.

What is the sequence of social studies in the Oklahoma City Public Schools? The following will provide a general sequence and will indicate the existence of specific course guides and materials published by this school system for the course:

K-6 BASIC ACTIVITIES OF MAN, an elementary program, ...
Numerous guides and two resource books (for primary and intermediate)

7 SCIENTIFIC GEOGRAPHY
A television guide serves as a course guide as well.

8 GOVERNMENT
New course guide is being written and piloted.

9 First semester, OKLAHOMA HISTORY
New course guide

Second semester, UNITED STATES HISTORY I, (Overview)
New course guide

10 UNITED STATES HISTORY II AND III
Two new course guides, one for each semester

11 and 12

POSSIBLE ELECTIVES: World History, Bible History, Religions of Mankind, Black History, International Relations, Anthropology, Geography, Problems of Democracy, Sociology, Psychology, Humanities, Ancient History, and Economics.

The following units have been designed as tools and guides for the volunteer in assisting students and teachers in the following areas.

I. Group process skills

II. Research skills

III. Thinking skills

IV. Study and organizing skills (charts, graphs, outlines, cartoons, etc.)

V. Research assistance and materials preparation

I

GROUP PROCESS SKILLS

Volunteers have much to contribute to the success and progress of classroom work. Here are some ideas that should help you find out just how rewarding working with students to develop skills in group dynamics can be.

The new social studies guides are written so that a student can "discover" through inquiry the skills and ideas he will need. Inquiry is really nothing new. An individual has a natural tendency to seek to resolve conflicts, and this leads to attempts to understand, to learn. For example, a very young child is conducting an inquiry when he puts a new toy in his mouth. A creative adult may develop a new theory or create a new work of art by this process. A housewife probably goes through a similar experience in selecting one brand of food rather than another from the grocer's shelf. All of these examples involve the creation of a solution to a problem each of the individuals recognized and solved to his own satisfaction. The activities of these individuals represent inquiry, and also represent a learning process.

Inquiry does not always result in a solution to the problem or question. But inquiry seldom, if ever, proves fruitless in the sense that one would have been better off had he not inquired. The really lasting educational benefit of the inquiry is the search itself since it is during this search that the thinking ability of the investigator is being developed.

The procedure employed in an inquiry-centered classroom often begins with a class discussion during which problems within each topic to be studied are identified. From this discussion the students move into problem-solving activities or investigations in which they are permitted as much freedom of self-direction as possible. The information coming from these activities will require that a discussion be held to interpret it, and that interpretation leads the students to identify additional problems. The pattern is commonly from investigation to discussion to investigation to discussion, etc. In this setting the volunteer with the help of the teacher will perhaps have to identify the initial topic and problem, but the additional problems (and possibly broad topics) to investigate will be isolated by the students. If the students steer a course that is different from that which you have visualized,do not be upset. Ask yourself whether your objective should be to aid and increase the thinking abilities of students or to cover what you think is important? Maintaining the inquiry atmosphere in the classroom is more important than the order in which topics are covered or what topics are covered, if the student is to be encouraged and taught to develop his thinking ability.

The teacher may ask you to work with a small group from a class. This may be in helping set up a role-playing situation, leading a group discussion of some problem (as previously mentioned), or assisting students to work together on a project.

In the area of discussion, you will fulfill the role of discussion leader. You will serve as a "catalyst" between the students and ideas. You will be a vital part of the study-discussion group. You do not teach or preach. You do not lecture. You do not at any time express your opinion-directly or indirectly. Also, you do not have to be an expert in the particular field or topic under discussion. Primarily, you ask questions to stimulate discussion. Your most simple question may be one of "why?" At times, you may serve as a "traffic cop" in keeping the discussions orderly. Your whole object is to create an atmosphere of inquiry, individual thought, respect for ideas and acceptance.

SUGGESTIONS FOR DISCUSSION GROUP LEADERS

The purpose of a discussion group, we shall say, is to locate common problems, share experiences, test out ideas, get new ones, and trade ideas. You as a leader have responsibility for getting the group under way and should therefore:

- Arrange chairs in a circle. This is so those students who are speaking to each other can also face each other.

- Make necessary announcements, i.e. What the topic for discussion will be. Also, at the first few meetings you may want the students to introduce themselves so that you can learn their names.

- Name plates could be made and placed so as to be visible to all. An introduction game could be played where each person writes down his name and 2 or 3 things about himself. Then they pass the slips of paper that this information is on to the persons next to them. Then each student has to introduce the person next to him using the piece of paper with that person's name and information on it.

- Start the discussion. What is a good opening question? It is short. It is not slanted toward an opinion. It includes as few words as possible. It is concise. It is open-ended. Once asked, leave it alone to let the group consider it. Don't ask too many other questions too soon.

- Maintain strong but not authoritarian leadership. You may ask the group what rules they will want to have. Allow the group to help. Three categories of rules you may want to suggest or let the group talk over are:

    a. The Common Knowledge Rule - Not everything that will be discussed will be common knowledge. If a person is talking away on a subject and the class looks uninterested or like they are not understanding, then stop the discussion. Ask the person talking if he will explain more thoroughly, or quote the author or source so that all the students may understand and look up this information.

    b. The Relevance Rule - Discussion should be relevant to the issue being discussed. A person can share the wisdom of his experience but not the whole experience.

You may have to remind the group that if what you wish to say is relevant to the discussion at that moment, then bring it in. If not, wait until the appropriate time. Volunteers, remember that you can help keep the discussion relevant.

c. The Listening Rule - The right to speak carries with it the responsibility to listen. Remind your group that courtesy and respect require that only one person speak at a time. It is hard to listen to two voices simultaneously. Avoid side conversations. A group will move together only if each member listens to what is being said.

- Promote a group climate in which warm, cooperative, frank relationships are possible. Be direct, speak from your feelings; tell it like it is. The students will demand honesty from you.

- Help group delimit areas and set up goals (what you hope to accomplish). Shift pressure off the students-really help them discover.

- Guide the discussion - do not allow it to splinter or to get into unrelated questions. Don't let your group turn it from a good discussion group to a "bull session."

- Help to avoid speech making by group members. Group sessions are intended to give <u>everyone</u> an opportunity to speak.

- Refrain from imposing personal interests and values on your group. As a discussion leader, you need not comment on everything that is said, nor should you deliver lectures. Show respect for students' opinions even when yours are directly the opposite.

- Keep participation in discussion spread throughout the group; prevent monopolization - and draw nonparticipators into discussion. Remember - "Be like a turtle - Behold, he only goes someplace when he sticks his neck out."

- Get all shades of opinion. Call upon the timid or the dissenters and encourage them to react to what is being said.

- Help to establish many lines of communication rather than just one to you. Look around the circle and see if someone wants to enter the conversation. Explain to the group that if you don't look at the person who is talking that you are not avoiding him, but rather, you as a moderator, are looking to see if any one is being missed or wishing to enter.

- Call for the facts (resources and backup material) and challenge statements for truth and reality.

- Help your group use resource materials in looking up facts.

- Avoid wrangling over semantics. On emotional topics, use humor to relieve tension.

- When fatigue is evident, take a few moments to stretch.

- Beware of time limitations.

- Summarize when necessary to consolidate progress and move forward. Keep your eyes on the future rather than the mistakes of the past.

- Talk to your group. Point out the value of the discussions. You might want to include a summary of accomplishments, experiences across group lines, new acquaintances, new ideas, feelings of satisfaction.

- You as a leader should at every opportunity give your members supportive motions, (like leaning forward - listening, nodding of the head, a smile or positive body positions; also you should give supportive exclamations such as - "Oh, that's a good idea," "very good," "OK," "that's fine." Also your tone of voice and eye contact are essential for reinforcement to your group.

- Be sincere in your actions and encouragements. The students can spot a a phony in a minute.

- Compare your ideas and notes with the teacher.

Two Leadership Styles

Group Oriented

Leader conceives himself to be:

Flexible, permissive, interested in stimulating discussion, interested in the personal growth of others.

Leader group relations are:

Close, warm and informal. Leader selected by group.

Methods and Materials are:

Relevant to program of teacher and school; they are used to present problems and find solutions. Methods are flexible and not too tightly structured.

Content Oriented

Leader conceives himself to be:

Rigid, concerned with the subject-matter, interested in controlling the group, gets very specific task accomplished.

Large group relations are:

Distant, cool, and formal. Leader is assigned and does not relinquish his position.

Methods and Materials are:

Fixed, impersonal, and formal. Materials and not ideas are the major carrier of the program or discussion.

Can a small group be evaluated? In the school it can be and must be. Some suggestions for you as a moderator to follow are as follows:

- State to the group the need for an evaluation. Ask, "How did we do today?" "Did we reach our goal?" "How many of us participated?"

- The evaluation need not or should not be purely quantitative. The leader is unwise who says in effect, "The one who talked the most gets the best grade."

- The moderator should learn to distinguish between meaningless verbalism and thoughtful analysis.

- There may be a chance for individual student evaluation. You may wish the student to keep a log of the discussions in which he participated. From time to time, tape a discussion and play it back for critical evaluation.

- Stress the importance of listening skills. The ability to listen objectively to contrary points of view, to weigh arguments critically, to detect fallacies in thinking, to recognize prejudices are all important in group and individual evaluation.

Types of Students

In the small-group discussion or group-task work in which you will be involved student-volunteer relationships are of key importance. It might be helpful at this stage to turn our attention to crucial matters. There are no easy answers. The volunteer must learn to play it by ear and respond to individuals as individuals. Some of the typical small-group types that you may encounter and how you handle them are stated below.

- The hand waver. The student who constantly thrusts his hand in your face and demands your attention. To begin with, you cannot ignore him completely. Neither should you take the easy way and call on him any time he waves his hand. The best answer is to make him see that you value his participation, but you don't want others to be excluded.

- What about the student who is the constant butt of class ridicule? To begin with, he needs your support. The group needs to learn that each of us has a right to be heard and that no student or person deserves ridicule. No matter how outrageous his questions or answers may be, find something in them in support. Make your group an open forum for the exchange of ideas.

- The shy type. The student who rarely answers just because he lacks security. Sometimes it helps, if the problem is especially acute, to talk to the student, to encourage him to participate and to prepare him for the discussion to come.

Give the shy student some warning that he has to answer. Don't confront him abruptly with a difficult question. Say something to this effect, "John, I'd like you to give thought to this ....or"John, what do you think...?" "Then pause. Don't be afraid of silence. Give him, or any student, a chance to think by remaining silent.

- The diversionist. The student who purposely or unintentionally sidetracks discussion. He must be dealt with firmly. You can answer his question of a diversionary nature briefly and then say, "That's not really the substance of our discussion. Let's get back to the point."

- The shocker. This is a student who tries to shock you and his classmates by giving some outrageous answer, perhaps even using foul language. The obvious answer is not be shocked, since that is the effect he wants. One way is to take his answer to the group. "Is that the right answer?" Do you think that There might be another answer to the question? Use the discussion groups for ideas and not for airing complaints and grinding axes.

Process

There are <u>several</u> ways in which the moderator can proceed:

1. Take a problem census - writing the questions on the board as they are asked. Any ideas or answers or solutions that come up may also be written on the board.
   The writing may be done by the volunteer or someone from the group.
   Determine relations and priorities.
   Proceed with discussion of these questions.

2. Organize "buzz" groups, asking the leader of each to get a question from each person and then have the buzz group decide which question they want discussed. The questions may also be given by the volunteer or by the teacher. Reassemble and write questions on the board. (see above)

3. Use questions from buzz groups for:
   a. total group
   b. return to buzz group

These are hints and/or ideas for your use. You are the person that ultimately must face the students. You are the key to successful group work. Without you, some children may not be reached. You might mention to your group that you are a volunteer in the school. Your intention is not to teach, or lecture, or structure the discussion. Your reward comes in seeing all learn and have fun doing it. Explain to your group that you have had some training in group work. That training alone does not make a volunteer an expert but has served to help provide environment for better reading and discussion. Tell the students you are not here to give answers. If something is unclear, or if the students do not understand something, they should ask for more explanation. Remember, honesty with the students will net you rewards. Thank you for becoming a volunteer and good luck!

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(Addressed to Students)

HOW'S AND WHY'S of the New Social Studies Guides

TEACHER ROLE: Your teacher will guide you in various ways as you think through problems and participate in activities. Your teacher will sometimes serve as moderator in a discussion and other times as your advisor in doing research and finding information. As a "learner among learners," your teacher will ask questions, stimulate thought and inquiry, and urge you to form your own conclusions. He will be the organizer of learning experiences and the evaluator of student efforts and performances.

STUDENT ROLE: You will take part actively in the classroom experiences and will seek to contribute in some way to the group's understanding of the ideas and problems being studied. This guide or manual is your "idea book." You may choose the way you will make your contribution in keeping with your own liking and abilities. At other times, you will work with the whole class, or part of it, on an exercise or activity. As you develop your lessons throughout the semester, you will demonstrate as many of the skills listed on the preceding page as you are able.

DISCOVERY EXERCISES: There are readings which lead to lively and thought-provoking discussions on topic. What you think and feel is important and should be expressed. By listening carefully to fellow students and by their listening to you, all will learn much. Insights and new understandings will come through---challenging different viewpoints and explaining your own. The readings are taken from historical documents---from the actual letters, speeches, books, newspapers, and other writings of the people who made history. You are the young historian who is analyzing these documents to unlock the secrets of the past. Your teacher will moderate without giving opinions or taking sides.

BUZZ GROUPS: Your class will divide into groups of around five students to discuss mind-teasing questions which require more thought than factual data. Each group will select a spokesman, and possibly a recorder, to take notes of ideas expressed. After buzzing softly for about two or three minutes on each question, your group will report its conclusions to the class and hear how conclusions differ from group to group. You may even change your thinking after comparing conclusions!

DISPLAYS: Here is a way by which you can present information in an interesting manner to the class with very little talking. Many of the displays require no artistic talent but information and facts in order to prepare them.

DRAMATIZATIONS: These may be as informal or formal as you would like. They may simply be situations in which you are playing a role of someone in history who may or may not have a name. They may be tableaux (a series of poses without talking) or pantomimes. They may have set dialogue or you may make it up as you go after planning a situation. The class may react to the dramatization afterward.

STUDENT REPORTS: Student reports need not be long (perhaps two or three minutes) and should not be read. Instead, it should be told in your own words and you should point out how the report is related to the problem or subproblem being considered.

CONCLUSIONS AND JUDGEMENTS: The conclusions and judgements are your opportunity to express your own beliefs and bring together the data or information of the lesson. You must be careful to explain why you hold a certain view, using reasoning and applying the facts of history. Your teacher may use these as a form for testing your comprehension of the lesson and the problems.

TIME ALLOTMENTS: The guide is organized with enough material to provide many choices of activities and topics. However, it is not supposed that a class would want to attempt all the activities of a lesson or would have enough time to do so. A class might select only a few representative activities and reports under each problem and subproblem, and merely discuss the rest. It is suggested that a class attempt two lessons per week. Yet this is a flexible matter and can be adjusted to suit the preferences of the class and teacher.

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Lesson 12*

COLLISION OF CULTURES:

CONFINEMENT OF THE PLAINS TRIBES

I. Sources of friction

II. Government "peace policy"
   A. Peace councils and confinement
   B. Warfare

III. Reservation life
   A. Physical environment
   B. Rationing
   C. Discipline
   D. Education

IV. Toward citizenship
   A. Indian Citizenship Act, 1924
   B. Tribal communities today

Problem

Has government policy toward the Plains Indians in Oklahoma helped or hurt their adjustment to modern life today?

a. What was the conflict between the Plains Indians and the U. S. Government?

b. What was the reservation experience and how did it affect the Plains Indians?

Activities for subproblem a: What was the conflict between the Plains Indians and the U.S. Government?

Student reports:

1. Cheyennes: life and culture.
2. Comanches: life and culture.

*Lesson from Oklahoma History guide for 9th grade.

3. Wichitas: life and culture.
4. Kiowas: life and culture.
5. Osage: life and culture.
6. Arapaho: life and culture
7. Raids of Plains Indians on settlements.
8. The fad for buffalo robes in the East.
9. Buffalo Bill and sportsmen.
10. Desire of other states to remove their tribes.
11. Effect of Homestead Action on the Plains Tribes.
12. Sand Creek Massacre (Chivington's Massacre).
13. Geronimo.
14. History of scalping practice (how it began).

Displays:

1. Map of United States showing tribal areas before reservations.
2. Model of Plains Indian village.
3. Chart and sketches showing ways Plains tribes used buffaloes.
4. Illustrations of Buffalo Bill and the killing of thousands of animals.

Dramatization and demonstration:

1. Play "gossip" to illustrate the difficulty of transmitting information through interpreters.
2. Indian hunters return to camp to report the vast slaughter of buffalo by railroad men and sportsmen.
3. Town meeting in a white settlement after a recent raid by a Plains tribe.
4. Albert Pike encouraging Plains tribes in the Leased District to raid into Kansas, not Texas.

Field Trips:

1. Indian City, Anadarko
2. Oklahoma Historical Society
3. Southern Plains Museum
4. National Hall of Fame for Famous American Indians
5. Gilcrease Museum
6. Fort Sill
7. Stovall Museum
8. Woolaroc

Musical expression:

1. Indian songs and poems

Buzz groups:

1. Do you think the federal government should have prevented or halted the slaughter of the buffalo by white hunters? Why or why not?
2. White men were permitted to seize and settle on lands of Indian reservations in Kansas until tribes agreed to move to Oklahoma. How do you think this would affect the Indians?

3. Do you think the confrontation between Plains tribes and white men was avoidable or unavoidable?
4. How do you think the typical white Westerner saw an Indian? What attitudes did the Westerners have?
5. After the Civil War, many professional soldiers and officers were sent west to become "Indian fighters." What do you think would be their major concern; peace or war?

Conclusion

I think the conflict between Plains Indians and the U. S. Government was caused by_____

_____

_____

Activities for Subproblem b: What was the reservation experience and how did it affect the Plains Indians?

Guest Speaker:

1. Representative from the following to discuss the effect of the reservation experience on Indians today: Oklahoma Indian Council, Oklahoma Indian Affairs Commission, Bureau of Indian Affairs, or a tribal representative.

Student reports:

1. Medicine Lodge Council and Little Arkansas River Council.
2. Corrupt Indian Agents.
3. Grant's Quaker Agents.
4. Food and supply provisions.
5. Attempts to farm.
6. "Fire water" peddlers.
7. Indian education on reservations.
8. Messiah Craze or Ghost Dance.
9. The Native American Church (use of peyote)
10. Suicide and alcoholism among Indians today.
11. Satanta: orator of the Plains.
12. Battle of Washita.
13. Quannah Parker.
14. Jim Thorpe.
15. Chilocco and other Indian schools.
16. Imprisonment of seventy chiefs in Florida.
17. Little Ax Indian Mission.
18. Welfare statistics on Plains Indians.
19. The Dull Knife Raid.

Displays:

1. Map locating reservations for various tribes brought in after "Five Civilized Tribes."
2. Illustrations of reservation life.
3. Illustrations of Indian despair.

Dramatization and demonstration:

1. Tableaux showing the Indian's sense of defeat and demoralization.
2. Role-play a group of white agents making decisions for Indians.
3. Awarding of gold medal to Jim Thorpe.
4. Dramatize scene of chiefs handcuffed to wagons as they walk to Florida prisons.
5. An oration by Santanta: at Medicine Lodge he spoke in Spanish.

Creative writing:

1. Your policy for a reservation.

Buzz groups:

1. Do you think the Plains Indians suffered as much in being moved and confined as did the five tribes of the southeast? Why or why not?
2. What image or view does the typical western movie give of the Plains Indian? Why do you think? Is this a fair view?
3. In your opinion, did "Custer have it coming"?
4. Why do you think that the highest suicide rate in America is among the Indians?
5. If you were planning a policy for a reservation, what would it be? How would it be different?

Conclusion

In describing the reservation experience of the Plains Indians, I would point out the following characteristics:_____

_____

_____

_____

Overall Judgement

I think that the government policy toward the Plains Indians in Oklahoma (helped - hurt) their adjustment to modern life today because_____

_____

_____

_____

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Discovery Exercise

Lesson 12

WAS THE RESERVATION A HELP

OR A HANDICAP FOR THE PLAINS INDIANS?

A. ". . .You said that you wanted to put us upon a reservation, build our houses, and make us medicine lodges. I do not want them. I was born upon the prairie, where the wind blew free and there was nothing to break the light of the sun. I was born where there were no enclosures and where everything drew a free breath. I want to die there and not within walls. I knew every stream and every wood between the Rio Grande and the Arkansas. I have hunted and lived over that country. If the Texans had kept out of my country there might have been peace. But that which you say we must live on is too small. The Texans have taken away the places where the grass grew the thickest and the timber was best. Had we kept that, we might have done the thing you ask. But it is too late. The wh te man has kept the country which we love, and we only wish to wander on the prairie until we die. . ."

Speech of Ten Bear, Comanche Chief
Made at Medicine Lodge Creek, Kansas
October 19, 1867

Discovery

1. How did the chief view the reservation? Why?
2. Why did the Chief object to the land which was being offered to the Indians? Do you think this was a justified complaint?

B. "It has been the settled policy of the government to establish the various tribes upon suitable reservations and there protect and subsist them until they can be taught to cultivate soil and sustain themselves. It is no doubt the best, if not the only policy, that can be pursued to preserve them from extinction."

James Harlan, Secretary of the Interior
1866

Discovery

1. What do you think was meant by the term "suitable reservation"? What qualities make land suitable and suitable for whom?
2. The secretary claimed to be protecting the Indians from what? Do you think that this was the best way?
3. Do you think he was sincerely concerned about Indian welfare?

C. "How can we best discharge the obligation (duty) we owe these people? In the first place, the Indian must be separated from all traditions and customs, and he must be stimulated by a purer and more invigorating social and moral atmosphere. In our efforts to humanize, Christianize, and educate the Indian we should endeavor (try) to divorce him from his primitive habits and customs. . . .Of all irrational (unreasoning) creatures upon the face of the earth, Indian girls are ahead. . .With the white child, prudence (wisdom) has limits; with the Indians they are absolutely nowhere. . . .He even goes beyond this and glories in suicide. . . .The Indian is a strange compound (union) of individualism and socialism. (being a separate person and joining with the group.) It is this being that we endeavor (try) to make a member of a new social order. . . .To do this we must re-create him, make a new personality."

Report: The Superintendent of Indian Schools, 1898, quoted from Miguel Trujillo, Indian Education Throughout the Years

Discovery

1. How does this superintendent view the Indian? How does he see him? Do you think this view is fair or unfair?
2. Do you think that only young Indian girls do things which seem unreasonable to adults? Why or why not?
3. Do you think this man understood Indians and their feelings?
4. What was necessary, in the superintendent's view, in order to make the Indian conform to white man's ways?

D. THE BOARDING SCHOOL ERA

"...the best educational method in educating the Indians was to catch the young Indians, separate them from their parents, and teach them white man's ways. Thus, hundreds of little Indians were rounded up and shipped perhaps hundreds of miles away to boarding schools. . . ."

"During this 'humanizing period' the youngsters were forbidden to speak their native language in order that they might better learn the white man's language. If the little Indians forgot and spoke Indian they were subjected to corporal (physical) punishment that was reminiscent of (like) feudal times in the white man's history. Jails were part of the educational institutions and were used to retract those who persisted to cling to their primitive ways and also those that managed to run away from the "school" and were later recaptured. Throughout this 're-creation' the Indian youth was made to understand that everything his parents had taught him was wrong. If his parents objected and interfered they were given jail sentences also. Reading, writing, and arithmetic were taught; and trades also, although far removed from the child's needs and the environment of Indian life."

II

REFERENCE SKILLS

Locating and Gathering Skills

To identify and develop some of the many ways a teacher-helper can assist the teacher and students in a single classroom or a team teaching situation in locating, gathering, organizing, and evaluating information for a social study problem or topic.

PICTURE READING

After a problem has been identified in a social study, and the students have contributed ideas that may be pursued, the task of locating and gathering pertinent information presents itself. For younger students, more help will be needed in finding adequate sources of information. Suggested ways of gathering information for primary students are to ask questions of others, look at pictures, examine and handle objects, use maps and globes, take field trips, and watch a related television program.
A teacher-helper could:

- Gather magazines for pertinent pictures
- Encourage students to bring magazines
- Provide pages torn from magazines to eliminate confusion
- Listen to a group of students discuss their choices of pictures
- Gather supplementary readers
- Arrange a reference corner or table
- Gather picture books
- Gather teaching pictures from publishing companies
- Ask questions about pictures.

KNOW ABOUT BOOKS

Some pupils may need to listen to a teacher or teacher-helper read informative selections related to the problem, under study pictures together and talk about them. Firsthand experiences such as listening, seeing, feeling, and doing are the keys to learning. The teacher may need to find books, perhaps even locate a portion of the book related to the topic and place a bookmark in the appropriate place. It is important that the student learn to locate and utilize many references and sources; meaningful experiences in the media center is an important part of the learning. A teacher-helper could:

- Read information of their choosing to nonreaders or poor readers
- Assist pupils in locating a portion of a book relevant to his topic
- Assist in early library experiences
- Make transparencies on parts of books such as title page, table of contents, body, cover, spine, index
- Assist pupils in making books including each part
- Discuss the parts of a book with pupils as reinforcement of instruction
- Accompany pupils to the media center where they will look at books, notice call numbers on the spine, the author letter, and return book to the shelves properly.

LIBRARY SKILLS: WHERE AND HOW TO FIND

Even students who can locate information more independently will still need help and guidance in finding the right book, knowing where to look for information, and how to find the right place in a book. To be able to achieve these skills, students should know how to use the various parts of a book, such as: copyright page, table of contents, lists of maps, tables, illustrations, figures, chapter and topic titles or headings, marginal notes, paragraph headings, footnotes, index, glossary, appendix. Many social studies activities make necessary the utilization of a wide variety of references and use of the card catalog. A teacher-helper could:

Make transparencies with dictionary guide words, enlargement of a work with information following
Assist pupils in examining several sets of encyclopedias and compare arrangements
View filmstrips on use of the encyclopedia with pupils
Accompany pupils to examine several sets of encyclopedia and compare arrangements
Make transparencies on card catalog such as label of catalog drawers, the drawer with inside guides, author, title, and subject cards
Accompany small groups of pupils to examine the card catalog with media center aide
Prepare slips of paper with either author, title, or subject listed for pupil exercise
Assist students in making cards for card catalog
Make a map of library showing where things are located (student activity).

FIELD TRIPS: ON THE GO

The success of field trips as a means of gathering information is increased with thoughtful preplanning. Teachers and students need to plan together things to look for, key questions to be asked, kind of notes to be taken, and possible follow-up activities. Teacher-helpers could:

Make calls to gather preliminary information on kinds of experiences and information available to students prior to a field trip
Prepare needed forms of the teacher's choice such as key questions to be asked, note taking format, a schedule of field trip, list of adults accompanying pupils and their duties
Assist teacher in managing organizational duties
Accompany pupils on field trip
Act as a catalyst to stimulate pupil questions and observations
Assist in follow-up activities.

SPECIFIC KINDS OF MATERIALS FOR SOCIAL STUDIES

Students need to make increasing and independent use of bibliographies listed in textbooks and other sources for further reading as aids in preparing reports, dramatizations, buzz groups, etc. Use of materials such as The Encyclopedia of the Social Sciences, Who's Who in America, Atlas of American Chronicles of Oklahoma, etc., will enrich already known sources.

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Research or reference skills can be strengthened with further introduction to Reader's Guide to Periodical Literature in the secondary media center with its wider selection in special area magazines and periodicals. By junior high school, students should be familiar with and able to use the Dewey Decimal Classification. Orientation to the social science section of the Dewey Decimal system and the card catalog should be followed by directed experiences such as using the card catalog to locate a specific situation dealing with a person, event, or document. A teacher-helper could:

Arrange for a guest speaker for the class on the Oklahoma Historical Society's research facilities
Assist a student in arranging an interview with a League of Women Voters member on how the League does research
Confer with and assist student who cannot identify a research activity by himself
Secure and prepare a city map with bus routes or auto routing to city libraries if the activity is not volunteered by a student
Assist students plan a dramatization
Gather enough sample pages from Reader's Guides of Pericdical Literature for a group of students to examine
Direct questions which lead students to make detailed observations from pages of the Readers' Guide
Assist a student in developing a series of questions for a buzz group on pages from the Readers' Guide
Assist a student in planning to direct a small-group activity on preparing catalog cards for authors, titles, subject listings
Gather sample cards from the card catalog to use on opaque projector showing ways to locate different kinds of media
Secure a filmstrip on use of library or research skills
Organize a classroom set of catalog cards on a topic which may appeal to problem readers
Assist pupil with special needs by reading suggested activities and discussing possible ways of getting information.

PRIMARY AND SECONDARY SOURCES

Additional and more specific resources and refinement of skills in gathering information continues to be developed to provide data for pupil development in various social studies subject areas. The mark of a well educated individual is not to recall answers to specific questions but to recall and use sources that provide answers or clues to answers to questions. In a republic in which the ability to be responsible depends upon the ability to locate, gather, organize, and evaluate information, the importance of transmitting a working knowledge of these skills is of vital importance. Varied and unusual resources illustrating our past or present ways of life give the student an opportunity to use more clues in gathering data. Among the varied resources should be some primary sources which contain information directly connected to the event or person being researched. The information is either being retold or analyzed by a person who directly experienced the event. In some instances, one would be expected to use a secondary sources of information which is indirectly related to the event or person being described. Information is then being retold, analyzed, or interpreted by someone not directly related to the event or person being researched.

Some special sources in social studies which the student should be made aware of are The Congressional Record, The Papers of Thomas Jefferson, The Public Papers and Addresses of Franklin D. Roosevelt, replica of a Sears, Roebuck catalog, 1907, photographs of the assa sination of President John F. Kennedy, New York Times: Indexed and microfilmed (1831 to present), etc. Teacher-helpers could:

Gather a variety of sources in an interest center in the classroom
Collect a variety of art materials for displaying unusual sources attractively
Discuss possible primary sources pupil can bring to class
Assist a pupil in planning an interview with a participant in an event
Trigger student's thinking by suggesting some things that can be recorded on tape as a primary source of an event.
Assist pupil in planning and implementing a 35 mm slide presentation
Make a display of primary sources with questions on value of such sources
Make a display of secondary sources with questions on their value in research.

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EVALUATING SOURCES OF INFORMATION

Directions to students:

You have been given an assignment to write a term paper. You have been told that to a large degree it will be valuable according to the extent to which the references you use are accurate and are unbiased, impartial, and unprejudiced.

Below are a number of possible subjects. Under each one are listed three references which might give information about the subject. If the material were available, which would you consider as most reliable for giving a true picture of events as they actually happened? Rate them according to your preference within each group of three. Indicate your choice of the best reference within each group of three by writing the figure 1 in the space before it; your choice of second best by writing the figure 2 before it; and your choice of the third with the figure 3. Consider each group of three separately.

A. President Lincoln's motives in issuing the Emancipation Proclamation of January 1, 1863.

____1. A poem written by Walt Whitman, a contemporary northern poet.

____2. The news story that appeared in a Confederate newspaper, the Virginia Gazette, for January 10, 1863.

____3. The account of the Proclamation that Gideon Welles, Lincoln's Secretary of the Navy, wrote in his diary.

B. The discovery of gold in California.

____1. A news item in the San Francisco Chronicle in September, 1848.

____2. The account of the gold rush as told by Zane Grey, western novelist.

____3. An account written by the San Francisco Chronicle in September, 1939, on the ninety-first anniversary of the discovery, including an exact reprint of the orignal 1848 account.

C. George Washington as a General

____1. The Diaries of George Washington, printed with every letter, every comma, copied exactly.

____2. The Sparks edition of the writings of George Washington in which the editor blue-penciled, without indication, offensive words and changed the context of many sentences so that the writer of letters to Washington and their families would not be offended.

____3. The latest edition of Washington's letters and papers with indicated omission of all phrases and sentences that would be valueless for the writing of history.

D. The Battle of the Marne, September 1914

____1. An account which contrasted the spirit of the heroic boys of the allies and the ponderous foolhardiness of the enemy.

____2. An account compiled from material taken from the reports of opposing commanders.

____3. An account appearing in a journal printed in a neutral country.

E. Patrick Henry's "Liberty or Death" speech given on the spur of the moment

____1. A movie dramatizing the speech.

____2. An account written by Patrick Henry twenty-five years later.

____3. An account written by an eyewitness while Henry was speaking.

Place the number of the option which most correctly completes each of the following statements in the space provided.

____1. To locate the page in a text that gives information about Jackson's inauguration one should see the (1) bibliography (2) appendix (3) index (4) table of contents (5) preface.

____2. The appendix will usually be found in which part of the book? (1) before the preface (2) back (3) middle (4) front (5) after the title page.

____3. The part of a textbook which contains copies of documents, lists of presidents, etc. is called the (1) glossary (2) index (3) preface (4) table of contents (5) appendix.

____4. To determine whether an American history book contains a chapter title "The American Revolution" one should (1) read the index (2) go through the book page by page (3) read the summaries (4) read the table of contents (5) read the index.

____5. A list of references is called (1) bibliography (2) autobiography (3) biography (4) encyclopedia (5) appendix.

____6. To learn what the abbreviations used in the Readers' Guide to Periodical Literature represent one should (1) ask the librarian (2) look in the front of the book for an explanation of how to use the book (3) ask the teacher (4) try to figure out the meaning by reading several pages containing abbreviations (5) look in a dictionary.

VOLUNTEER - SS

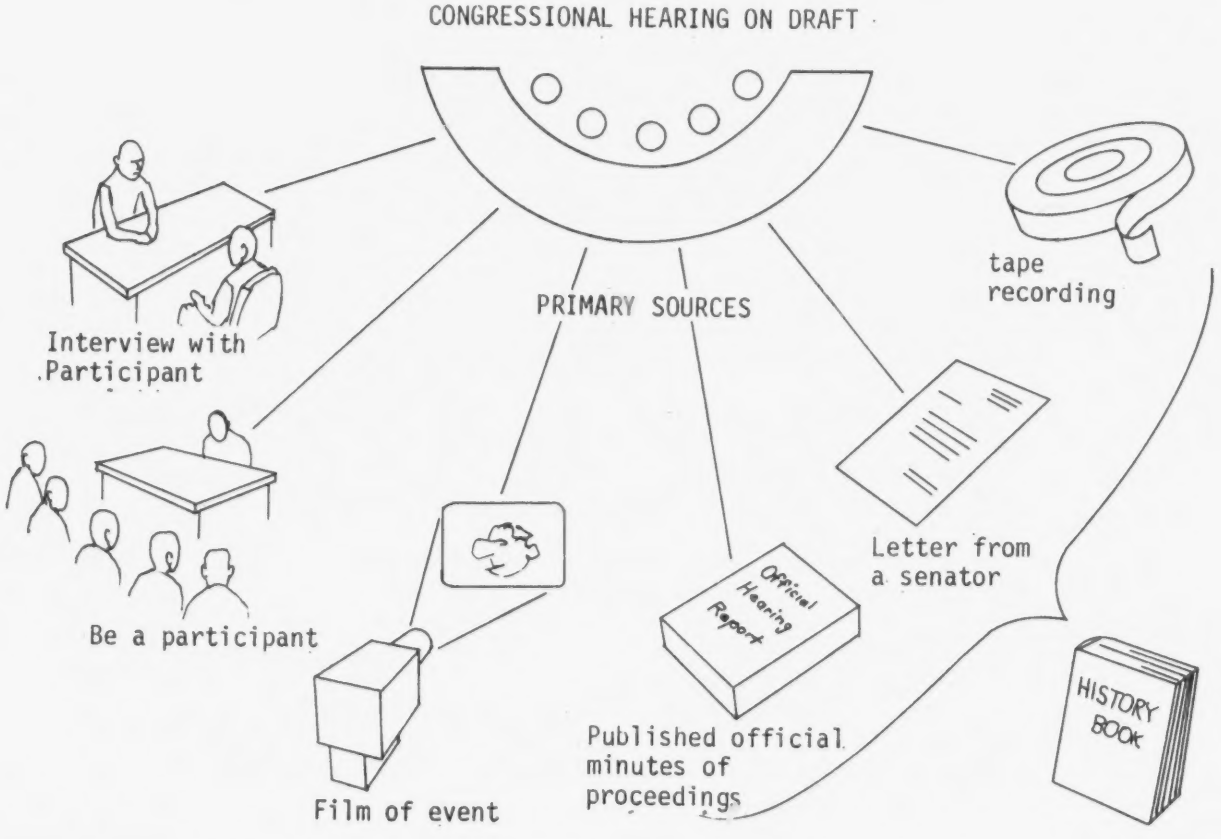
EVALUATING SOURCES

Primary Source of History:

A source of information which is directly connected to the event or the person being researched. The information is received "firsthand." It is being retold or analyzed by a person who directly experienced the event or was directly related to the person being studied.

Secondary Source of History:

A person, book, or source of information which is indirectly related to the event or person being researched. In a way, one could say that the information is received "secondhand." It is being retold, analyzed, or interpreted by someone who was somewhat removed from the event or person researched.



What might happen between the examination of primary sources and the narrative found in a secondary source such as a history book?

Put a P by primary and an S beside secondary sources in the following:

Event or Person Being Researched — Source of Information

1. Battle of Gettysburg (Civil War)

____Diary of a soldier who fought in the battle

____Maps and battle plans used by Robert E. Lee in the battle

____Interview with a lady whose grandfather fought in the battle

____An 1865 newspaper article in the Richmond Inquirer about what happened at Gettysburg

Which do you think is the most reliable source of information and why?_____

_____

_____

2. The attitudes of Thomas Jefferson toward his slaves

____Jefferson's diary

____Letters by Jefferson to his daughter about his slaves

____Instructions which Jefferson wrote to his overseer about how to treat slaves

____Jefferson's will (clauses on what becomes of slaves)

____Advertisement in newspaper for runaway slaves by Jefferson

____Article in the American Historical (1969) on Jefferson's attitude toward slaves

____Diary of George Washington (recording a conversation with Jefferson about slaves)

____A biography of Jefferson

____An autobiography of Jefferson

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Which set of sources do you think are the most reliable primary or secondary? Why? _____

_____

_____

3. Occurrences of march to the mayor's house by the firemen on strike and their sympathizers

____Interview with leader of march

____Interview with striker who was in the march

____Interview with a police-man who patrolled the march

____Interview with a police-man who was on assignment elsewhere

____Article in a conservative newspaper about the march

____Mayor's account of march (not home)

Do you think any of the above would have a bias for or against the march? Who and why would their bias be the way you contend? _____

_____

_____

If you wanted to obtain an unbiased or fair view of what occurred at the march, what would you do? Why? _____

_____

_____

How would you describe a "careful researcher"? _____

_____

_____

III

SKILL DEVELOPMENT IN THINKING

Some Thinking Operations:

- Observing
- Comparing
- Classifying
- Looking for Assumptions
- Hypothesizing
- Criticizing
- Interpreting
- Imagining
- Coding
- Summarizing
- Generalizing
- Concluding
- Detecting bias

Critical thinking skills are somewhat independent of general intelligence, although related to it. Students will come to you at all levels of thinking ability. Some will seem to have progressed beyond the typical level for their chronological age while others have **yet** to learn the basic steps in orderly thought. Some will have great innate ability to perceive, think, and analyze while others will seem less able. But thinking, like walking and talking, is a skill. It can be learned and improved. Although people may differ in their ability to run and jump, practice and good instruction will generally improve our method of running and jumping. The goal in a skill development program aimed at the thinking skills is to help the student improve and sharpen the mental tools with which he is endowed. In order to assist the student in this endeavor, the volunteer or teacher must first respect the child's ability to think and have faith in his ability to improve. You must, in short, believe in him and communicate this confident enthusiasm in your facial expression, tone of voice, manner, and supportive praise. The latter, praise, is the greatest of motivators and is vital to the success of the program.

The following suggested learning activities are designed to provide you, the volunteer, with ideas and direction in developing the thinking skills. It is not intended that this should be considered a step by step program which must be followed "to the letter." You and the students are free to choose the activities which are most interesting and needed. The activities are arranged loosely on a spiral of increasing difficulty. These may be used with students at any level or age. It is advisable to begin with activities which are clearly easy for the student, perhaps explaining that this initial period will be one of exploring. It is important that the student learn to expect success.

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1. Select or present two drawings or pictures from books or magazines. Ask the students how they are alike and different. List on a chart or paper the ways that they are alike and the ways that they are different. (Comparing, observing.)
2. Cut out pictures of animals, foods, and other items. Ask the student or students to arrange them into groups and explain why they put certain things under the same heading or in the same group. (Comparing, Classifying) If exercise was done with ease, ask for subgroups.
3. Make up a skit in which some person or persons make an incorrect assumption and difficulties result.
4. Roleplay a situation in which people make assumptions about a boy student by the way he wears his hair and his clothes.
   Dramatize the way different people might react to him.
5. Adopt different facial expressions and postures. Ask the class to interpret the feelings and messages they are receiving from the way you might be standing or looking (observing- assuming).
6. Poster in which pictures from magazines are grouped into special classifications, for example: plant and animal; then find pictures which show subgroupings such as animals and insects under animals. Feel free to use this or your own groupings. (Classifying, observing)
7. Mount advertising appeals or other forms of propaganda. (Interpreting)
8. Write a story "you Can't Tell A Book By Its Cover." (Assuming, imagining)
9. A student enters the room with his hair messed up and looking disordered; what do you assume happened? (Hypothesizing) How could you find out?
10. Bring in three boxes of different sizes and colors and display in the room. Student should then make assumptions about the contents of the boxes. Possible question: What is in the boxes? Are the boxes full, half-full, or empty? Does the contents of the box match the outside label or appearance of the box? (Assuming, hypothesizing)
11. React to the words "civilized" and "primitive." What do you think of when you hear each of these words? List your ideas about each word. Then examine the list again to detect assumptions. (Assuming)
12. Bring political cartoons to class. Put them on opaque projector while you give your interpretation to the class. Class should then be given a change to question and differ. What assumption is the cartoonist making? What is the bias of the cartoonist? (Interpreting, assuming, and coding)
13. Students might bring posters or pictures depicting some type of propaganda or divide them into groups - give each a magazine - have each group prepare a poster depicting some type of propaganda (Assuming and coding).
14. Play a popular record such as "Battle Hymn of Lt. Calley" and pick out the value words. (These are words which show feeling or opinions.) (Assuming and coding.)
15. To solve a problem, you must use the skills of collecting and organizing data, assumption, and hypothesizing. You must also identify the smaller, or subproblems, before you can solve a major problem. How would you go about solving the following:

    a. Field Trip - If your class decided on a field trip, what problems would have to be worked out in planning such a trip?
    b. Misplaced Article - John had a brand new watch, pen, or tennis shoes in his desk before lunch. After lunch it was gone. What do you think could have happened to it? List all the possibilities or hypotheses you can think of to solve this problem. Tell how you would test your hypothesis.

16. Game: Each person picks a feeling such as anxiety, fear, anger, frustration, boredom, sadness, to portray emotions with body language. The rest must decide what feeling the person is trying to portray.
17. A magazine picture on opaque projector or view a textbook picture. What do you see? Observe and carefully record what you observe. Are details important? Be able to back up your observations by pointing to specific things in the picture. Are all of the observations justified as facts or some of them guesses?
18. Take two presidents, such as President John F. Kennedy and President Richard Nixon. Make two columns for ways they are alike and ways they are different. In this comparison exercise, were all of the things you listed facts or were some of your items opinions or guesses? (Comparing)
19. Make up a situation or choose one of the following to enact. Examples:
    a. A student is called to the office; students have different assumptions about why the student was called to the office (Assuming)
20. Criticism is telling the good and bad points about something. Pick one of the following characters and criticize the person's behavior.

1. Robin Hood	9. Geronimo
2. George Washington	10. George Custer
3. Thomas Jefferson	11. Malcolm X
4. Benedict Arnold	12. Betty Agnew
5. H. Rap Brown	13. Spiro Agnew
6. Lyndon B. Johnson	14. William Calley
7. Harriet Tubman	15. J. Edgar Hoover
8. Angela Davis	16. anyone else

21. Criticize a TV show, telling good and bad points (pro and con - for and against).
22. List a sport you play - criticize the way you play the sport.
    1. Tell what you think makes a good player.
23. Ask students to evaluate a writing - i.e., a popular song, newspaper article, an editorial, a sports story.

    Have students explain what value words are. You may wish to state how value words reveal whether we like something. Do they express opinion?
24. List "extreme words" such as "horrible." When might we use extreme words? (Coding)
25. Briefly summarize one of the following:
    a. School dress code
    b. Your favorite TV show
    c. Your favorite sport

    Evaluate your summary and determine
    1. Is it as brief as possible?
    2. Does it cover the important ideas?
    3. Does it leave out important ideas?
    4. Does it leave out your opinion?
26. Summarize in a short paragraph the story of the"Three Bears and Goldilocks."

27. An "hypothesis" is a probable reason or explanation for something; it is a logical guess. Formulate an hypothesis for each of the following situations and decide how you will test your hypothesis. The class will compare their hypotheses and plans for testing afterwards.
    a. Mathew studies very hard for a government test, but he got the lowest grade in the class. What do you think the trouble might have been?
       (Give hypothesis and ways to test it).
    b. Jim drives a motorcycle very recklessly. He speeds, cuts in front of cars, and runs stop signs. Suddenly there is a great change in his behavior. Now Jim drives carefully. Why do you think he changed?
    c. Congressman Jones has never missed a roll call for a vote in twenty years of service in Congress. Then on the last Thursday a very important vote was to be taken. Congressman Jones was absent! What do you think the reason might have been?
       (Give hypothesis and ways to test it).

Classifying

28. Take the items below and group them. Be able to explain why you put certain things together. There are many groups possible. After you prepare your groupings or classifications, compare them with the other members of your class. Help one another to see if each item belongs to the group in which it is placed. Can some items be listed in more than one group? You may have as many or as few groups as you want.

Court room	County jail
David Hall	Draft card
Richard Nixon	State legislature
Mickey Mouse	Donald Duck
Carl Albert	Willie Mays
John F. Kennedy	White House
Babe Ruth	Webster's Dictionary
State Capitol Building	Charlie Brown
The Bible	Governor's Mansion
Congress	Oklahoma City Council
Voting Machine	Social Security Number

29. Separating assumption from fact.
    a. Tom Williams was a member of the basketball team and baseball team of "X" Junior High School. He was one of the best rebounders on the team. He lettered in both sports and was picked by the newspaper as an outstanding player of the year.

____"X" Junior High School has an outstanding athlete.

____"X" Junior High School is a school of outstanding athletes.

____"X" Junior High School has produced many outstanding athletes.

a. General Jones was a national hero. He won many medals for bravery in battle. He made a fortune in his steel business in the state of Alabama. He wants to run for president of the United States in the next election.

_____Wealthy men make good presidents.

_____Generals always run for president.

_____General Jones will be the next president.

_____General Jones will be a candidate in the next election.

_____General Jones is ambitious for a high political office.

c. Dr. Thomas had a patient named Smith who came to him asking for a disability statement which would say he was unable to work. The patient was found to be healthy and strong. The patient explained that he needed the statement in order to get on the welfare rolls but the doctor refused to give it to him.

_____1. All doctors are against welfare payments.

_____2. Dr. Thomas was against welfare payments.

_____3. Welfare people are healthy but just lazy.

_____4. Smith wanted to get on welfare illegally.

d. Joe has long hair and dresses in hippie clothing. Joe takes drugs. His friends also take drugs and have long hair.

_____1. Joe takes drugs.

_____2. Long hairs take drugs.

_____3. Cut his hair, and Joe won't take drugs.

_____4. "Short hairs" do not take drugs.

30. Mount an article from a newspaper or magazine which you think shows bias and state why.
31. Show inferences by simply changing the tone of your voice.
    a. "Oh" expressing doubt.
    b. "Oh" expressing pleasure and surprise.
    c. "Oh" expressing disgust.
    d. "Oh" expressing disappointment.
32. Follow the same directions given in the preceding demonstration using the word "well" or "no."
33. A conversation in which there is an inference that someone is on the verge of "going broke" or that someone has been bribed to oppose a certain cause.

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34. A conversation in which a person reveals that his opinion is based on scanty evidence and is mainly bias or prejudice. This would be brought out by the listener's questions.
35. List the titles of two newspapers or magazines that have set biases which are different or opposite.
36. A game: Divide into teams. An arbitration person should be selected to decide disputes. Before the game, each student or team will submit 20 statements which are either fact or opinion. These will be mixed in a box and drawn out one by one. Each team member will be read a statement and given no more than one minute to decide if it is fact or opinion. A wrong answer gives the opposite team a point. The arbitration panel will rule on disputes. Each team may present an argument to the panel of one sentence before the panel gives its verdict. (Rules may be changed as wished).
37. Each student might state an opinion about a topic. Then he must give four facts which explain why he holds this opinion. When these facts are presented, discuss them in light of these questions: Are his facts really facts or are they assumptions or opinions? Does he have a bias?
38. Each student might list an example of the following: a bias based on social position. Students might either find actual examples of each or might make up statements which a person having a bias could say. Example of economic bias:
    a. "Those migrant workers are paid plenty. Rabble-rousers from the East are communists and are just trying to stir them up," by a California lettuce grower.
39. Students might compose statements which "infer" or hint at each of the following without plainly saying so.
    a. Inferring that you doubt that what has been said is actually true.
    b. Inferring that you blame a past leader for a problem that exists today.
    c. Inferring that you expect a person to fail to accomplish a goal.

    Example:
    "Ever since Mary Smith was president of this club, it has had lots of bills to pay." Which of the above is being illustrated?
40. Students might see if they can detect any evidence of bias or inference in their Oklahoma history textbook. (Most likely areas to check are on sensitive political or social areas).
41. What is value judgement?

    Situation 1. When you go into an ice cream shop, how do you decide which flavor you will have? Will your choice be the most delicious flavor? Will everyone agree that you chose the best flavor? Why or why not?

    Situation 2. What is your favorite food? Why? Do you think everyone in the world would like it as much as you do? Why or why not?

    Situation 3. What do you like to do in your leisure time? Why do you think another person might not choose the same thing?

    Situation 4. When you choose a piece of clothing in a store, you might choose one piece over another for many reasons. What might they be? What does your choice depend upon?

    Situation 5. If your friend buys a painting because he thinks it is beautiful, and you think it is terrible, who is right? You? He? Neither? Why?

All of the situations described above are what can be called "value judgements." Now write your idea of what a "value judgement" is.

_____

_____

_____

Is a "value judgement" the same thing as a "fact?" Why or why not?

_____

_____

_____

What things in a person's life mold what he values or likes?

_____

_____

_____

Do you think historians make value judgements? Do politicians? Do newspaper editors?

_____

_____

_____

FACT OR OPINION?

In the following, place an "F" before a statement of fact, an "O" before an opinion.

_____ 1. My sister Mary is the best cook in this city.

_____ 2. My sister Mary has been cooking since she was ten years old.

_____ 3. The earth is a sphere and round.

_____ 4. The earth is so dirty and polluted that it is no longer a fit place for man to live.

_____ 5. Urban renewal costs too much money.

_____ 6. Urban renewal is a very worthwhile project.

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_____ 7. Urban renewal is a federal project designed to rebuild the decaying "inner city."

_____ 8. Oklahoma should try to attract new industry by permitting them to pay little or no taxes.

_____ 9. New industry should pay its fair share of the tax load the same an any other business in the state because it,too,uses land, roads, and resources.

_____10. A former Oklahoma governor tried to attract some new industries by offering them a lower tax rate.

_____11. All protestors should be arrested.

_____12. Peaceful protestors should never be arrested.

_____13. Protest sometimes brings about a change.

_____14. Rich people always oppose a change that will help the average man.

_____15. Poor people are lazy and never hard working.

_____16. Change is usually opposed by some groups and supported by other groups.

_____17. That building is very interesting and attractive.

_____18. That building is very ugly.

_____19. The judgement as to what is beautiful may vary from person to person.

_____20. Oklahomans are the finest people in the United States.

_____21. There are some famous people who come from Oklahoma.

____ 22. Students should be permitted to wear any reasonable form of dress to school.

_____23. Students are happier when all wear the same uniform to avoid status seeking.

_____24. Parents who always listen to their children are wise.

_____25. Parents have the right to expect prompt obedience from their children without conversation.

26. Which was true of you?
    a. Were you tempted to place an "F" for fact in front of opinion statements with which you strongly agreed?

OR

b. Did you feel no difference when you read opinion statements with which you agreed and disagreed? How would you explain your reactions?_____

_____

_____

27. What does question twenty-six have to do with the way an historian might write history? Should they be alert to what is fact and what is opinion? _____

_____

_____

42. Separating fact from assumption. On the basis of the information given in the reading passage, decide whether the statements following it are facts or assumptions. Place a "F" before facts and an "A" before assumptions.

A. I visited my aunt in Denver, Colorado, last winter and it snowed several days a week through February. I found the temperature to be cold and uncomfortable. There were snowdrifts in areas close to houses. Therefore,

_____1. There are usually snowdrifts in Denver during February.

_____2. The month of February is always very snowy in Denver.

_____3. Cold temperatures make the author sick.

_____4. Last February was a very snowy month in Denver.

B. Rewrite the above passage (A) so that all the statements are facts.

C. My family has seven attractive children with pleasing personalities. They are good students. They always bring home more A's than C's. Therefore,

_____1. All attractive teens with good personalities make good students.

_____2. Teens with unpleasing personalities never make good students.

_____3. Good students are always attractive.

_____4. A pleasing personality is the most important factor in making good grades.

_____5. The author is proud of the children in his family.

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D. I live in an Italian neighborhood. The Italian wives and mothers are terrific cooks and prepare the tasty Italian dishes which are so famous. It is no wonder that all their husbands are fat! Therefore,

_____1. All Italian women are terrific cooks.

_____2. Italian husbands are fat.

_____3. The Italian women prepare many dishes for their families.

_ ___4. The Italian women in his neighborhood are good cooks.

E. Jim Thorpe was a member of the Sac and Fox tribe. He was one of the world's greatest athletes, winning numerous gold medals in the Olympics. Great endurance and strength were part of his rise to fame. Oklahomans are proud of him.
Therefore,

_____1. The Sac and Fox tribe produced a great athlete.

_____2. The Sac and Fox tribe is a tribe of great athletes.

_____3. Oklahoma has produced many gold medal Olympic winners.

43. Judging sources of information. Use these and other possible questions to evaluate local and regional newspapers in your area. (The first two may be difficult to answer)

* Who owns the newspaper? Are the owners active in the management? Do they influence the editorials that are written?
* Is the newspaper connected with any political, economic, social or religious group that might affect its point of view?
* Do all the editorials give a balanced view or are they openly one-sided? Do all the special columnists agree with the paper's editorial opinions?
* Do the columnists reflect different points of view or only one school of thought?
* Do the editorial opinions of the newspaper influence its news coverage? If they do, how?
* Are the size and blackness of the headlines justified by the importance of the stories beneath them?
* Do the headlines summarize accurately the stories below them or do they exaggerate the news?
* Does the newspaper open its columns in a letters-to-the editor page to people who entertain opinions different from those of tee editors?
* Does the newspaper omit any or leave out any important kinds of news?

As you read an article, how can you evaluate the writer's presentation of his information and point of view? First, try to discover his purpose by the way he organizes his material. Then, after you have read it, ask these questions:

* Who is the writer? What is his occupation? Educational background? Does his background qualify him to write on the subject.
* Did the writer have firsthand knowledge of the field about which he was writing?
* What was the writer's intention in writing the article? To inform? To persuade?
* Did the writer have a personal stake in the problem about which he has written?
* What were the writer's sources of information? Firsthand or secondhand.
* Were the sources written by authorities in the field?
* Did the writer use sources representing more than one side of the question?
* Has the writer presented his information thoroughly or did he omit some important evidence? Is he misinformed on any point? Uniformed?
* Is his information up to date?
* Did the writer distinguish facts from opinions and assumptions?

Excerpt from Nadine Clark, Guide to Effective Thinking, New York: Macmillan, 1962. (A pamphlet which includes research and thinking skills.)

44. Take a quarter and a dollar bill. You are citizens of Mars in the year 3000 and are studying earth cultures. What would these artifacts tell you about the people and culture of the United States? How would you find out more by examining various postage stamps?
45. What would you bring to a historian 100 years from now who was studying youth culture in the 1970's?
46. Separating fact from assumption. On the basis of the information given in the reading passage, decide whether the statements following it are facts or assumptions. Place an F before facts, and an A before assumptions.

My aunt drives only Volkswagen. The last three times she has needed to buy a car, she has bought Volkswagen.

_____1. The aunt will always buy a Volkswagen.

_____2. In recent years the aunt has driven Volkswagen.

_____3. The aunt drives Volkswagens because she is thrifty.

_____4. The aunt must not be a status seeker if she drives Volkswagens.

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I visited my grandparents in Dallas, Texas, last summer and it rained several days a week through June and July. I found the humidity very high and uncomfortable. There were floods in areas close to streams.

_____1. There is usually flooding in Dallas during the first part of the summer.

_____2. The summers in Dallas are always very rainy.

_____3. High humidity makes the author sick.

_____4. Last summer was a very rainy summer in Dallas.

What other facts would need to be added to the passage on Dallas weather to make facts from the items which you now say are assumptions (Ignore the space provided for items which are facts).

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Our team has lots of large, muscular boys with good coordination. They are good football players. Our coach always wins more games than he loses. Therefore,

_____1. All large boys make good football players.

_____2. Small boys never make good football players.

_____3. The coach wins football games because he plays only the largest boys.

_____4. Large muscular boys always have good coordination.

_____5. Large coordinated athletes are an advantage to the team in winning games.

The murder of John F. Kennedy marked the fourth time an American president has been assassinated. In the days of sadness that followed the death of the President, thoughtful Americans studied themselves and their society. They asked why such a spirit of violence and hatred can exist in our democracy.

_____1. All Americans are violent and filled with hatred.

_____2. Democracy encourages the development of violence and hatred.

_____3. A problem facing this nation is the presence of violence and hatred.

_____4. The violence in American society is always directed toward presidents.

In World War II, 300,000 American servicemen were killed. About one million were listed as casualties. This nation spent 330 billion dollars on the war. This was ten times the cost of World War I. Much of this money was raised by loans. America's national debt rose to well over 250 billion dollars by 1945.

_____1. There were approximately 700,000 Americans wounded.

_____2. According to the reading, World War II was the costliest War in which Americans have fought.

_____3. The cost of World War II was staggering.

_____4. The United States lost more men in World War II than any other nation.

Perhaps the major advantage of the United Nations over the League of Nations has been its ab lity to capture the imagination of the people of the world. Everywhere people of the world look to it for help in keeping world peace. The world message of Pope John XXIII in 1963 emphasized this by pointing to the UN as the hope of the world for preventing war.

_____1. All people everywhere look to the UN as the hope for world peace and the prevention of war.

_____2. The League of Nations failed and therefore the United Nations will fail.

_____3. The League of Nations failed but the United Nations will succeed in preventing a world war.

_____4. The United Nations has a better chance than the League of the support of world opinion.

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Suggested Bibliography:

1. Nadine Clark, A Guide to Effective Critical Thinking, New York: Macmillan, c. 1965 (A useful and inexpensive pamphlet)
2. Jean Fair, and Fannie R. Shaftel, eds., Effective Thinking in Social Studies: 37th Yearbook, Washington, D. C.: National Council for the Social Studies, 1967.
3. Raths, Wassermann, and Wassermann, The Thinking Box, Westchester, Illinois: Benefic Press.
4. Horace T. Morse and George H. McCune, Selected Items for the Testing of Study Skills and Critical Thinking, Bulletin Number 15, Washington, D.C.: National Council for the Social Studies, 1964.
5. Oklahoma History Guide, "Learning Tools: Get Ready, Get Set," Oklahoma City Public Schools.
6. United States History Guide, pt. II, "The Sources of History." Oklahoma History." Oklahoma City Public Schools.
7. Government Guide (New) "Tool Kit," Oklahoma City Public Schools.

IV

ORGANIZING INFORMATION

Much time and effort is spent in locating and gathering information; organizing it so that it may be used or presented to a group at a later date is often a difficult task.

Charts and graphs are used to organize and store information and to retrieve it when needed. They provide a considerable amount of information on a single page.

Pupils can organize and use information in this form only if they receive special instruction in this skill.

Learning Activities in Making and Using Charts

This lends itself to small group work with the aid of teacher-helper.

It can also be a total class activity with all the pupils making contributions.

The information to be used on the chart should come from the children.

Example of chart used in a study of neighborhood and Community Services

SERVICES WE USE TO SOLVE PROBLEMS

Problem	Service of People Needed	Could another person solve problem?
Toothache	Dentist	----------
Leaky faucet	Plumber	Perhaps father could fix faucet
Lawn needs mowing	Older brother	Anyone that could operate mower
----------	----------	----------
----------	----------	----------

The pupils will think of many more services to solve problems.

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The Action Line attack to problems could be shown in chart form by pupils engaged in a study of City, State, and Federal Services.

CLASS ACTION LINE

Problem	Action Needed	Source of Help	Agency (state, fed., private)	Is Problem Solved?

Change in any of Man's Basic Activities shown in chart form serves as a device for enlarging the concept that change is ever present and man seeks ways to adapt.

A Time Line of Change in tools and technology, recreation, cultural arts, and graphic arts offers another way of viewing the pace of change and man's adaptability.

Charts to show change in products or services give pupils an opportunity to compare and see degrees of change.

CHANGES IN FOOD PRODUCTS

Product	Colonial Times	Twenty Years Ago	Today
Potatoes	Grown by family or in community stored in cellar	Grown by farmers sold as fresh produce in stores	Grown on large farms shipped to wholesale grocer sold as fresh produce, canned, dried, frozen ready to cook, precooked-heat and eat
Wheat			
Fish			

Organizing Information Gathered in the Community

Cultural visits of pupils to the museum, theater, art center and other "Opening Doors" in Oklahoma City can serve as a laboratory for social studies learnings. An opportunity for gathering and organizing information and using group process skills is available.

Information or data from a field trip or cultural excursion may be organized so that pupils can make cross-comparisons and form generalizations. Pupils can record observations and reactions to the trip or event and get additional information from the interaction of the group.

Information is then readily available for future use in writing about the experience or for comparison with other visits.

The information will need to come from the pupils, if they are to use it later.

Example of chart following a trip to the Children's Museum at The Western Heritage Center.

WESTERN HERITAGE CENTER

What Was Seen, Heard, or Experienced?	What Did It Mean?	Why In Museum
Heard Indian chants and music	Didn't understand the chants	
	Made me think Indians were around	
Saw a sod house	People in Oklahoma lived in sod houses once	So we could see how looked and built
Saw a stage coach	_____	_____

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A Resource Book for Social Studies, Basic Activities of Man, Volume 1, Primary Years; Volume 2, Intermediate Years are sources for ways of organizing and using

Models may be found in the following studies:

Theme 1. Problem: What are people doing to make the earth a dirty place to live?

Use of charts to list and classify information gained from field trip - Vol. 1, pg. 20.

Theme 2. Problem: Would the size of a city influence services available?

Retrieval chart used to summarize information vol. 2, pg. 32.

Theme 3. Problem: How can large cities solve air traffic jams?

Categorizing causes of air traffic jams - Vol. 2, pg. 40.

Theme 4. Problem: How can we communicate goodwill and respect for one another?

Chart of jobs and personnel identified in the school building

Theme 5. Problem: How have assembly lines and mass production changed our lives?

Chart showing products developed on an assembly line - Vol. 2, pg. 64.

Theme 6. Problem: Should all people have the same kind of education? Data Retrieval Chart - Vol. 2, pg. 73.

Theme 7. Problem: Do we need to play?

Chart of organization of time for work and play Vol. 1, p. 114.

Theme 8. Problem: Should we have rules?

Chart for summarizing information - Vol. 1, pg. 123.

Theme 9. Problem: How do people express their feelings in creative and artistic ways?

Chart of local, state, and national celebrations Vol. 2, pg. 131.

Suggested Bibliography:

Carpenter, Helen McCracken editor. Skill Development in Social Studies: 33rd Year Book, Washington, D.C.: National Council for the Social Studies, 1963.

A Resource Book for Social Studies, Basic Activities of Man, Volume I, Primary Years, Volume II, Intermediate Years, Oklahoma City Public Schools, 1971.

V

USE OF THE PARAPROFESSIONAL AS A RESEARCH ASSISTANT

The uses of a teacher's aide are generally classified into three categories: clerical, monitorial and instruction re-enforcement. It is in the third area of "instruction re-enforcement" that this unit concentrates.

One relatively undeveloped way in which a teacher's aide could be put to good use in the capacity of a Research Assistant. The teacher's time is so thoroughly consumed that he has little opportunity to research materials for the preparation of inductive exercises, to locate articles he should read for his own professional development, to investigate community resources for planning of field trips, to locate visual sources for the preparation of overhead transparencies and 35 mm slides, to audio and video tape projects, to select from the wide variety of available simulation games, and to assist students in independent research.

In these endeavors, the paraprofessional functioning as a research assistant would be invaluable. Curriculum planning by the instructor or consultant could be far more inventive with the knowledge that additional personnel existed to implement the plans. It is realized that all high schools do not possess photo labs, facilities to produce their own transparencies, video tape machines, or even adequate libraries. But the majority of senior high schools in large metropolitan areas will possess at least one of these resources. The existing facilities will guide the use of aides. The time-consuming chores to determining available library materials on given subjects, researching conflicting points of view on assigned topics, designing special projects to be filmed on video-tape, locating and photographing illustrations for 35 mm slide lectures, organizing a field trip, managing a simulation game, or simply assisting in locating professional articles are chores alleviated by an imaginative use of paraprofessionals.